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ABSTRACT

Over 2,000 interviews, questionnaires, and observations obtained needs assessment information from students, teachers, school administrators, and community members with the 4 major objectives being to help Latino children and parents articulate their educational needs, to help South Bend Community School Corporation interpret these needs in deliverable terms, to demonstrate to Latino people that their perceptions are valued, and to inform service providers of Latino needs. The assessment led to six general recommendations for meeting Latino needs: (1) improve language skills and school achievement, (2) decrease student dropout rate, (3) address educational problems related to family mobility, (4) increase compatibility between home culture and school experience, (5) alleviate stress generated by personal and family economics, and (6) coordinate state and local resources to meet student needs. The delivery strategy task force translated these general recommendations into specific actions in the areas of educational policy, curriculum, staffing, extra curricular activities, student services, community involvement, and program evaluation. For each area, recommendations were directed to the local school, community agencies (including churches), and state agencies (including the legislature). (JH)

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ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

ANNUAL CONVENTION

San Francisco, California

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SPECIAL SESSION

VALE: Value Assessment Latino Education, A Needs Assessment Model for Latino Children

Presented by:

R. C. Kunkel and S. A. Tucker
Project Values, Saint Louis University

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Excerpted from:

VALE: A Needs Assessment of Educational Experiences of South Bend, Indiana Latino Children (Kunke, R.C., Gonzalez, J., Tucker, S.)

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V A L E

Value Assessment Latino Education

In Spring of 1977, representatives of the Indiana Department of Public Instruction, General Assistance Center of Indiana, and South Bend Community School Corporation approached the authors to initiate planning for a Needs Assessment to be conducted in the latter part of Spring of 1977. Initiation of such a needs assessment had been influenced heavily by community people in South Bend interested in the needs of Latino children. From these early negotiations, a plan for such an assessment was submitted to a steering committee made up of these groups. After a series of meetings, the plan was submitted and since accepted by the Board of Directors of South Bend Community Schools at their meeting on April 12, 1977.

Consistent with the perception-based theory behind the assessment(a values-oriented approach developed at Project Values, Saint Louis University and supported by the Lilly Endowment, Inc.), it was necessary to invite appropriate people from the community to meet with agency and school personnel to develop the major questions to be examined in the needs assessment. The object of this meeting was to create a "paradigm" to focus the needs assessment.

The paradigm presents a method of describing and judging current educational needs and experiences of Latino children of the South Bend Community Schools. Building upon the value of negotiation and multiple audience involvement in any evaluative activity, the paradigm was created by those who influence the education of Latino children, both inside and outside the educational institution. On April 23, 1977, the evaluation organized a working session with representatives of agencies of the State of Indiana, key community leaders, and parents and friends of Latino children. Early in this effort, four objectives for the needs assessment were recognized.

Objective for Needs Assessment

- To help Latino children and parents articulate clearly their needs regarding education
- To help the South Bend Community School Corporation interpret these needs in deliverable terms.
- To demonstrate to Latino people that their perceptions are valued.
- To alert service providers of Latino needs (i.e. General Assistance Center of Indiana University, Indiana Dept. of Public Instruction, South Bend Community School Corporation) and to develop methodologies which enable children, parents, educators, and community leaders to maximize available resources.

While these objectives were identified early, it became obvious in the process that more emphasis should be placed on receptivity and commitment on the part of the school system as a further objective of VALE.

It was the task of the working session to reflect on: 1) beliefs about value-oriented needs assessment (Kunkel & Tucker, 1977); 2) qualitative meanings and

implications of the four objectives and thereby, 3) focus on important questions which should be addressed by the needs assessment. After identification of these major questions, preliminary indicators of evidence pertinent to the questions were formulated and accompanied by appropriate selection of data sources and types of instrumentation. On the following pages, the needs assessment paradigm summarizes these major questions and sources of evidence.

Major Questions Asked Through Assessment and Sources of Evidence

1. What evidence exists of perceptions of unique needs of Latino students? (All Interviews/Student Questionnaire/Teacher Questionnaire)

2. What evidence exists regarding Parent/Adults' perceptions of educational needs in South Bend Community? (Parent, Adult, Group Adult)

3. What evidence exists regarding unique language needs of Latino children? (External and In-School Student Interview/Service Person Interview/Student Questionnaire/Teacher Questionnaire/Subgroup Informal Observation Scale/ Group Adult Interview)

4. How do students, parents, community perceive South Bend Public Schools--in relation to Latino needs? (Administrator Interview/Community Insight Interview/In-school Student Interview/External Student Interview/Group Adult Interview)

5. What evidence exists regarding students' perceptions of their in-school experiences; particularly perceptions of: (External and/In-school Student Questionnaire)

6. What is role and effect of "expectations" in educational experiences of Latino children, specifically in terms of: (All Interviews/All Questionnaires)

7. What evidence exists of school performance of Latino children in areas of: (All Interviews/Academic performance scores/School attendance patterns/ Listing of academic-social resources/Descriptive narrative/Classroom Observation Scale/Subgroup Informal Observation Scale/Student Questionnaire)

8. What evidence exists relative to predominant school culture relationship with subgroups? (Descriptive narrative/Curriculum guides-designs-plans-material/Extracurricular activities/School personnel data/Multicultural-language curricular components/Teacher Interview/Administrator Interview/ Service Person Interview/In-school Student Interview/External Student Interview/All Questionnaires/Group Adult Interview)

9. What evidence exists of multi-culturalness in curriculum. (Teacher Questionnaire/Descriptive narrative/In-school Student Interview/ External Student Interview/Teacher Interview/Service Person Interview/ Subgroup Informal Observation Scale/Agency Interview)

10. What are direct economic relationships to educational experiences? (All instruments (indirect / Community Insight Interview/Demographic Data-South Bend City-Notre Dame/Group Adult Interview)

11. What current holding and repelling patterns exist for Latino children in school? (School attendance patterns/External Student Interview/In-school Student Interview/Parent and Adult Interview/Administrator Interview/ Teacher Interview/Description/Service Person Interview)

12. What occupations are filled by "successful" Latino adults and what can South Bend Schools learn from this?(Case studies of successful adults/ Parent and Adult Interview/Group Adult Interview/Community Insight Interview)

13. How helpful have administrators/community found State agencies? (Administrator Interview/Community Insight Interview/Group Adult Interview). Community Insight Interview/Group Adult Interview/Data Analysis and Planning session form/All Interviews/All Questionnaires)

Instrument Creation

After the paradigm was created and critiqued, personnel of Project Values at Saint Louis University drafted appropriate instrumentation based on the major questions identified. These drafts were submitted to a working committee of VALE steering committee and the Socio-Cultural/Educational Strategies Consultant, Dr. Josue Gonzalez.

The purpose of this was to see that the language and ideas were communicable to multiple audiences and consistent with the evaluation questions asked.

Selection and Training Process of Data Gatherers

For appropriate people from local and state levels to be involved and to insure that interviews could be conducted in Spanish if necessary, a team of bilingual data gatherers were selected. This team included one Latino high school drop out; one elementary teacher; one secondary teacher; two administrators; one secondary counselor; and one from an elementary school; two community people; seven state agency personnel; and two faculty members and four graduate students from Project Values, Saint Louis University.

On May 5th, a training workshop was conducted by the staff of Saint Louis University for all data gatherers. After an overview of the total effort was presented. After guidelines in interviewing and systematic observation were discussed and then simulated. From this workshop, plans were developed to send teams of data gatherers into each school and into the community, May 9th, 10th, and 11th. This effort was attempted to gather all massive school data. Additional data was gathered on June 2nd, 3rd, and 4th that was not directly student-and teacher-related.

Design Consultant and Socio-Cultural/Educational Strategies Consultant

From the original plan approved by each agency and the School Corporation, an external consultant was assigned to assist with the cultural component of the needs assessment. The VALE screening committee selected Dr. Josue'Gonzalez of Southern Methodist University to serve in several capacities: 1) as critic of the evaluation paradigm; 2) linguistic critic of the instrumentation; 3) evaluation delivery strategist; 4) bilingual cultural and pedogogical expert and 5) co-developer of the

methods to deliver the needs of Latino students (i.e. Delivery Matrix).

The role of the design and assessment consultant was performed by Dr. Richard C. Kunkel, Department of Education, Saint Louis University, and included responsibility for: coordination of the overall effort; application of the values-oriented evaluation theory; composition of the commentary; organization and presentation of the data gathered; and generation of professional judgments. Additional evaluation support services were provided by staff from Project Values, a Lilly Endowment, Inc. funded project.

Other consultants to the assessment included personnel from Indiana's Dept. of Public Instruction (i.e. Division of Migrant and Bilingual/ Bicultural Education, Office of Equal Opportunities, Crisis Prevention), and South Bend Schools, and VALE steering committee. In addition to the two external consultants, much of the financial support and personnel came from four sources: Indiana Area Assistance Center; the South Bend School Corporation; Indiana LAU Project; and Indiana's Department of Public Instruction (Crisis Prevention, Equal Education Opportunities, Migrant and Bilingual/Bicultural Education).

A Commentary About Findings

The following commentary about Latino needs is both descriptive and judgmental, balancing the data sources with the professional judgment of the External Assessment Consultant and Socio-Cultural /Educational Strategies consultant. Specifically, the commentary will be presented in the order of major questions asked in the evaluation paradigm. The reader should note that this section is summative in nature, and those desiring a more in-depth discussion of findings should refer to: VALE: NEEDS ASSESSMENT REPORT(Kunkel, Gonzalez, Tucker, 1977).

PARADIGM QUESTION #1 WHAT EVIDENCE EXISTS OF PERCEPTIONS OF UNIQUE NEEDS OF LATINO STUDENTS

- Review of teacher, administrator, student, and Latino adult responses consistently indicated the greatest unique need of Latino children relates to language (use and comprehension) skills with resultant scholastic performance. Additional needs relate to family mobility incompatability between home and school, cultural enrichment and work orientation. (Teacher Interview-Administrator Interview-Observation Scale-External Professional Judgment-Student Interview, Attendence Studies)

- There is evidence that many educational and agency personnel professionals are reluctant to deal with and even argue the inappropriateness of attending to special needs which Latino students may have as a function of linguistic cultural differences. Teachers perceive Latino students having difficulty with English language skills. These teachers commonly respond that Latino linguistic needs are no different than the language development needs required by English-speaking students; and further, that extra-English Mastery is discouraged. In general, evidence shows few teachers' responses who have thought deeply about Latino student needs and this is a significant problem. (TI-TQ-Obs)

PARADIGM QUESTION # 2 WHAT EVIDENCE EXISTS REGARDING PARENTS/ADULT PERCEPTIONS OF EDUCATIONAL NEEDS IN THE SOUTH BEND COMMUNITY

- Though generally inconclusive, in the community, there is evidence of the increasing sensitivity and awareness of the Latino child's needs. The degree to which schools respond positively to Latinos' special needs seems related to the number of Latino students in a building. When Latinos represent a small percentage of the student body, no particular emphasis is made by the school personnel to identify and address Latino needs. (Obs-TI-Community Insight Interview)

- Educationally active parents, such as those in Parent-Teacher organizations and the Adult Education Program, see their educational needs being met. However, in the community exists active, articulate leadership who have questions about how the broader educational, economic, political potencies of Latino adults should be aided through education. No evidence exists that dissident Latino groups are able to productively interact with and make their needs known to educational personnel/groups. (AI-CI-EPJ)

- Evidence exists that some sources would prefer that needs be studied and focused from "successful Latino student" perspective rather than exclusively oriented toward problems. This proposal is frought with difficulties because of the diversity of values surrounding the concept "success". (CI-EPJ)

PARADIGM QUESTION # 3 WHAT EVIDENCE EXISTS REGARDING UNIQUE LANGUAGE NEEDS OF LATINO CHILDREN

- Currently, minimal number of trained bilingual personnel and subsequently minimal screening of language needs for children exists in the South Bend Schools. Current programs are aimed exclusively at Title I, speech therapy and migrant children, thus often missing students who are not recognized as needing such testing or other Latino children with language needs. Furthermore, current teacher inservice/training programs have not yet been addressed. Those few teachers who have acquired these skills appear to have done so independently of the school system. (TI-AI-Obs-Screening).

- Tacit valuing of English over all other languages manifests inself in schools by coequal valuing of assimilation and mainstreaming. In the current study, this appears to be a political rather than pedagogical issue. Two distinct sources of evidence exists: much Spanish is spoken in the home of Latino children; and choosing to speak English in the schools is determined both by the school as well as by the belief of some Latinos that English is more conducive to "success" in American society. Furthermore, evidence from achievement studies indicates a depressed verbal performance in Latino children which increases with higher grade levels. (SQ-SI-EPJ-AS)

PARADIGM QUESTION #4 HOW DO STUDENTS, PARENTS, COMMUNITY PERCEIVE SOUTH BEND PUBLIC SCHOOLS -- IN RELATION TO LATINO NEEDS?

- No uniform pattern was apparent regarding Latino community's perception about schools. This phenomenon confirms the heterogeneity of groups and magnifies the need to insure representative community segments by the schools. (EPJ)

- Within all three groups, some evidence exists that South Bend Schools have been responsive to Latino student needs. This appears present even though the school system provided only minimal programming. What does exist is perceived and appreciated throughout the community. Direct evidence indicates students believe that their parents are pleased with the school's adequacy, though Latino students themselves perceive the schools as less sensitive to their needs than non-Latino students. (AI-TI-AGI)

- Evidence exists regarding perceptions of the school's non-responsiveness to previous Latino generated recommendations, Latino underachievement, and Latino dropout rates. Currently, perceptions range from some sectors being cynical to those with a more optimistic posture. The evaluation was struck especially by the community's "wait and see" attitude. These feelings were reflected among important segments within school system, from state supported agencies and through citizenry with histories of extensive community involvement. (AGI-CI-EPJ)

PARADIGM QUESTION # 5 WHAT EVIDENCE EXISTS REGARDING STUDENTS' PERCEPTIONS OF THEIR IN-SCHOOL EXPERIENCES

- Overall data indicates that Latino students commonly perceive their schoolexperiences similarly to non-Latino students. (SQ)

- In elementary grades Latino children do not experience difficulty in integrating with other children in play. In upper grades, Latinos tend to group more around themselves. Very few Latinos (elementary and secondary) participate and even less lead in school sponsored extracurricular activities, particularly those after school. Home activities, transportation, participation in church related organizations and after hour responsibilities contribute to the Latino child's deprivation of these significant educational experiences. (EPJ School Activities study - OBS).

- Little or no evidence exists concerning students' sense of their own impact on school. An exception to this is found in one school where "the counselor" was cited as helping students be heard. It is important to note that this is the only school in the study with a Latino counselor. (SI-SQ-EPJ).

PARADIGM QUESTION # 6 WHAT IS ROLE AND EFFECT OF "EXPECTATIONS" IN EDUCATIONAL EXPERIENCES OF LATINO CHILDREN

- In spite of teacher reports that Latino children should be taught in the same way as other children, some evidence exists that teachers are not placing the same academic expectations on Latino students as noted by the more frequent social and polite exemplifications (i.e."they are hard-working and neat") and depressed academic performances. No systematic attempt to address Latino scholastic successes existed. When such an expectation was cited it related solely to mathematics. (TI-TQ-EPJ).

- No evidence existed that Latino parents had greater or less expectations for the educational success of their children than non-Latino parents. Much evidence indicates that in some Latino families it is necessary for the young people to help with economic situations and/or daily living situations which require the English language. There is evidence that student absence from school occurred as a result of the aforementioned

factors. This leads school personnel to assume Latino families have less expectations (both attendance and academic wise) for their children, yet make no attempt to provide Latino students with believable success models. (TI-SI-SQ)

- Much evidence exists that in terms of student expectations, Latino students put more emphasis on schooling to help their future vocations. In spite of this phenomenon, their career expectations are predominantly "blue collar". On the other hand, expectations elicited from non-Latino students indicate a preference for "white collar" related work. (SQ)

PARADIGM QUESTION # 7 WHAT EVIDENCE EXISTS OF SCHOOL PERFORMANCE OF LATINO CHILDREN?

- In studying classroom instruction patterns at the secondary and elementary levels, it was observed that an overwhelming amount of instruction is teacher directed. Furthermore, Latino students' opportunities to develop interpersonal skills and efforts at interaction are very limited. This is particularly significant in view of current research. Specifically, research points toward differentiated learning styles among individual students--both Latino and non-Latino. (Obs).

- The distinction between Elementary and Secondary achievement data is not statistically significant due to the small size of the sample. A study of Latinos and non-Latino means indicates poor general performance by Latinos in both verbal and mathematical areas and that the verbal gap widens with increasing grade levels. Math scores of Latinos and non-Latinos tend to be more comparable at the elementary level than the secondary level. Evidence indicates success factors related more to math oriented instruction than verbally oriented activities. Both the depressed means and the direction of the data are evidence of needs. (AS-EPJ).

- Forty percent of Latino students sit in the front half of elementary classrooms as opposed to only eleven percent sitting in the front half of secondary classrooms. In fact, Latino "clustering" is very high at the secondary level. In the evaluators' judgment, teachers should be encouraged to diversify their interactions with Latino children. This suggestion is further encouraged in light of the limited time Latino students are in school and thereby their needs for exposure to "academically successful" models. (Observation study).

PARADIGM QUESTION # 8 WHAT EVIDENCE EXISTS OF LARGE SYSTEM ASSIMILATION OF SUBSYSTEM

- South Bend Latino community is not different from other Latino communities in their perception of the relative merits of assimilation, acculturation, and cultural pluralism. Evidence indicates that schools (programs and personnel distinctly favor assimilationist approaches to Latino education and have not yet addressed these issues in their staff development programs. No evidence indicates cultural pluralistic or multi-cultural education is an integral part of the school program even though: schools have written philosophies reflecting this ideal;

prominent regional and national Latino leadership exists in South Bend (e.g. Midwest Council of La Raza and Notre Dame); (EPJ-AI-Programs for Spanish Speaking Americans in the South Bend Community School document; excessively high Latino student drop out rates are present and schools recognize need to develop and employ minority professionals and programs.(EPJ-AI-Programs for Spanish Speaking Americans in South Bend Schools).

PARADIGM QUESTION # 9 WHAT EVIDENCE EXISTS OF MULTI-CULTURALNESS IN CURRICULUM

- The Materials Substudy indicated that multicultural materials are limited to nearly nonexistent. Title I has predominant responsibility for what exists. Little evidence exists that school personnel have devoted much attention to multicultural education in general and Latino culture in particular. (Materials Substudy-Support Person Interview, EPJ, TI)

PARADIGM QUESTION # 10 WHAT ARE DIRECT ECONOMIC RELATIONSHIPS TO EDUCATIONAL EXPERIENCES

- Evidence exists that some Latino families (particularly migrants) suffer extensive economic problems and their children are needed to help alleviate these problems. Also, evidence indicates that teachers generalize and ascribe the absences of these children to all Latino children when in fact, the South Bend Latino population is as stable as other subgroups, with economic impact in the vicinity of 1½ million dollars. This creates stereotypical reasons for poor attendance and ignores other equally serious, perhaps school-related influences. (EPJ Recommendation Study).

- No evidence exists of the school system creating programs to meet the needs of students who for financially-related reasons cannot attend regular school. Appropriate adult education, alternative hours, and alternative curriculum does not exist. (CITA-TI-TQ-EPJ-AI)

- There is further evidence that when recommendations have been made from national studies with data from communities with greater Latino percentages, these studies have been perceived in South Bend as not being appropriate to South Bend's needs. VALE evidence indicates that many of these recommendations are appropriate to South Bend needs. (Recommendation study)

PARADIGM QUESTION # 11 WHAT CURRENT HOLDING AND REPELLING PATTERNS EXIST FOR LATINO CHILDREN IN SCHOOL

- Elementary teachers cited language related skills and mobility problems as significant causes for Latinos dropping out. However, students indicated that if they dropped out, it would be in reference to inadequate instruction or teachers. Latino attendance rates at the elementary level were worse than non-Latinos, but not significantly. (TI-SI-TQ-SQ)

- When secondary teachers were asked to cite reasons for the significantly greater number of Latino versus non-Latino students dropping out, most did not respond with a definite cause. When they did respond, "Lack

of motivation" was most commonly cited. However, Latino students at the secondary level reported the most common reason for dropping out had to do with economics (working with or for parents). (TQ-TI-Attendance Study)

- Strong verbalization among faculty revealed the development of more programs fitting individual needs would help reduce drop outs. Little or no evidence exists in the current educational programs of individualized instruction operating. (TQ-TI)

PARADIGM QUESTION # 12 WHAT OCCUPATIONS ARE FILLED BY "SUCCESSFUL" LATINO ADULTS AND WHAT CAN SOUTH BEND SCHOOLS LEARN FROM THIS

- The definition of "successful Latino adult" differs from what school personnel generally considered "successful". In addition, little or no evidence exists regarding continuous, positive interaction between the schools and successful Latinos, regardless of who identifies "successful" individuals. There is, however, only a small number of highly visible competent Latinos in leadership positions. Accordingly, the potential for collaboration, interaction, and use as resources is high but unrealized. (EPJ)

PARADIGM QUESTION # 13 HOW HELPFUL HAVE ADMINISTRATORS/COMMUNITY FOUND STATE AGENCIES

- Overall, South Bend teachers knew little about state agencies and what services were available from state agencies. (TI)

- The opportunities for cooperation between the multiple levels of involved people (parents, active citizens, personnel from community agencies) and state agency personnel are enhanced by the mutuality of those involved. Prior to the current needs assessment, little evidence was found of inter-agency efforts. Evidence does indicate state agency personnel have given much thought to the needs of Latino children though operational definitions of "quality" services are diverse. Specifically, community groups and parents do not have a history of being involved with state agencies in program planning, but current evidence indicates a willingness to do so. The absence of a negative history and the presence of successful collaboration in this assessment strongly suggests productive results from this multiple collaboration procedure. (All Interviews-EPJ)

PARADIGM QUESTION # 14 WHAT CAN WE LEARN IN THE NEEDS ASSESSMENT SO THAT NEEDS ASSESSMENT CAN DEVELOP PLANS FOR DELIVERING CHANGE

- A group planning session was held with community leaders to elicit proposals regarding methods to implement the findings of the needs assessment (i.e. Delivery Matrix). Participants of this planning session included members of the original paradigm building day as well as other key leaders.

RECOMMENDATIONS AND DELIVERY MATRIX

Conceptualization of the outline of recommendations was developed by applying a modification of the theory of incompatibilities (Cardenas and Cardenas, 1972), to the VALE findings reported in the commentary section of this study. Relevant audiences were then considered with the need to create manageable, interdependent relationships. Note that although VALE addresses the South Bend School Corporation, it also addresses concrete recommendations to other vital groups at the community and state levels.

Specifically, a delivery strategy workshop was held July 22, 1977. The agenda posited three objectives: Understand VALE and recommendations and use the products generated that day; gain broad based support and avoid sabotage; and individualize tasks and commitments. Discussion of these objectives resulted in a recognition of the multiple levels of rationale and involvement which the needs assessment has stirred. In addition, the delivery strategy planners recognized the following six primary South Bend Latino needs:

- o BETTER USE AND COMPREHENSION OF LANGUAGE SKILLS (SCHOOL ACHIEVEMENT)
- o IMPROVING SCHOOL'S ABILITY TO INCREASE STUDENT RETENTION
- o CONCRETELY ADDRESSING EDUCATIONAL PROBLEMS RELATED TO FAMILY MOBILITY
- o INCREASING COMPATABILITY BETWEEN THE HOME CULTURE AND SCHOOL EXPERIENCES
- o ALLEVIATING STRESS GENERATED FROM FERSONAL AND FAMILY ECONOMICS
- o COORDINATING STATE AND LOCAL RESOURCES TO SERVICE STUDENT NEEDS DIRECTLY NEEDS DIRECTLY

Given these needs, a delivery matrix was generated which related needs to concrete recommendations in the areas of policy, curriculum, staffing, extra-curricular activities, student services, community involvement, and evaluation. The delivery strategy task force then grouped recommendations by audiences (i.e. school, community, and state). Finally, needs-directed activities were generated and placed on a prioritized timeline. As our predominant audience tends to be school oriented, Table 2 will summarize only the delivery process related to faculty and administration.

For copies of VALE: A Needs Assessment of Educational Experiences of South Bend, Indiana Latino Children (Kunkel, Gonzalez, Tucker, 1977) and a complete exposition of the VALE delivery matrix, the reader is referred to :

Dr. Frank Aquila, Director General Assistance Center, Indiana University, Bloomington, Indiana.

SPECIFIC RECOMMENDATIONS OF DELIVERY SCHEMA

Components of "Theory of Incompatibility" (modified)

AUDIENCES OF FOCUS

	PHILOSOPHIES AND POLICIES Vale recommends	CURRICULUM SCOPE & SEQUENCE MATERIALS VALE recommends	STAFFING VALE recommends
SCHOOL Faculty	- Develop more individualized multicultural classroom policy - More deeply examined relationship of multicultural and personal beliefs about education	- Participate in in-service (multicultural focus) - Diversity instruction - Use community resources more - Address language enrichment more - Increase non-reading rewards - Reinforce expectations for academic excellence	- Find appropriate use of bilingual personnel (aides/community/other bilingual teachers) - Self prescription towards multicultural development
Administration	- More refined assessment practice policy - Refine policy around bilingual instruction - Create for teacher language assessment practices - Refine policy of multiculturalness towards staff development - Develop criteria for selection and hiring of personnel more closely matched to Latino needs - Develop policy in each school immediately to further study data in VALE involving administrators, faculty and students	- Develop K-12 language enrichment curriculum building on bilingualness - Develop materials and curriculum consistent with Board policy on multiculture - Tie more closely Latino programs with regular instruction - Administer curricular in-service in: individualization, expectations, assessment, motivation, methodology, and sensitivity - Make more adequate library and learning resources related to Latino students	- Develop criteria for decision-making as to match personnel actions with Latino student needs in: identification, recruitment, development, and assessment - Emphasize hiring staff in Latino schools more committed to individualization - Plan better ways in which to utilize bilingual parents and community

CO-CURRICULAR AND OUT OF SCHOOL ACTIVITIES	STUDENT SERVICES	COMMUNITY INVOLVEMENT AND INFORMATION	PROGRAM EVALUATION/ DEVELOPMENT/ PLANNING
VALE recommends	Vale recommends	VALE recommends	VALE recommends
School (Faculty)			
- Build on positive out-of-school experiences of students - Be aware of financial implications of students - Increase students' knowledge of Latino resources in community thru regular inst-uction - More multicultural extra-class-room experiences for all children - Encourage leadership roles in School activities for Latinos		- See that parent/class room information is communicated bilingually for Latino parents - Develop positive and regular contact with Latino parents - Know students beyond classroom	- All teachers be responsible for continued, systematic monitoring of language skill and referral where nece-ssary
School (Administration)			
- Offer activities program during school hours - Increase availability of after-school transportation - Reinforce students' out-of-school successes - Develop ways to inform Latino parents about activities	- Open communications between Latino community groups and administra-tion for anticipation of school difficulties - Increase Latino counselors and other support personnel - Assign definite responsibi-lity for Latino needs to one high administrator - Develop programs where all staff understand and support their roles as counselor of Latino students - Develop and maintain a Latino liaison program with Latino community programs	- Design and operate a more aggresseive gram to involve parents and community bilingually in all phases of school operation -Develop bilingual informa-tion system with home regarding school	- Identify administrator to focal person with Latino community groups regarding long-range planning for Latino needs

COMPOSITE OF ALL DATA SOURCES

Student/Teacher/Community/Administrator

Participants of paradigm generation day	21 Participants
Group Adult Interview	20 Participants
Sub-Group Observation	4 observations
Parent and Adult Interview	5 interviews
External Student Interview	9 interviews
Agency Personnel Interview	16 interviews
Administrator Interview	16 interviews
Elementary Latino Student Interview	84 interviews
Secondary Latino Student Interview	28 interviews
Elementary Latino Student Questionnaire	115 administered
Secondary Latino Student Questionnaire	94 administered
Elementary non-Latino Student Questionnaire	700 administered
Secondary non-Latino Student Questionnaire	886 administered
In-Classroom Observation Scale	145 observations
Support Person Interview	6 interviews
Community Insight Interview	10 interviews
Teacher Interview	78 interviews
Teacher Questionnaire	171 administered

Value Assessment Latino Education
DELIVERY MATRIX

Reconstruction

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Value Assessment Latino Education
DELIVERY MATRIX

SPECIFIC RECOMMENDATIONS OF DELIVERY SCHEMA

Components of "Theory of Incompatibility" (modified)

AUDIENCES OF FOCUS

	PHILOSOPHIES AND POLICIES VALE recommends	CURRICULUM SCOPE & SEQUENCE MATERIALS VALE recommends
SCHOOL Faculty	- Develop more individualized classroom policy balanced with policies that strengthen positive peer presure - More deeply examined relationship of multicultural and personal beliefs about education based on future as well as past and present orientation	- Participate in in-service (multicultural focus) - Diverse instruction - Use community resources more - Address language enrichment more - Increase non-reading rewards - Reinforce expectations for academic excellence
Administration	- More refined assessment practice policy - Refined policy around bilingual instruction - Create policy for teacher language assessment practices - Refine policy of multiculturalness towards staff development - Develop criteria for selection and hiring of personnel more closely matched to Latino needs - Develop policy in each school immediately to further study data in VALE involving administrators, faculty, and students	- Develop K-12 language enrichment curriculum building on bilingualness - Develop materials and curriculum consistent with Board policy on multiculturalism - Tie more closely Latino programs with regular instruction - Administer curricular in-service in: individualization, expectations, assessment, motivation, methodology, and sensitivity - Make more adequate library and community learning resources to Latino students
School Board	- Develop a more clearly ideological philosophy regarding multicultural and bilingual instruction and use adversary approach or other mechanism to fully disclose and defend various views regarding bilingual/multicultural activities - Develop policies consistent with VALE recommendations to administrators - Mandate hiring policy based on Latino student needs	-
School Parent	- Develop a definite family policy regarding level of academic expectations and refuse to accept poor performance from children in relation to expectations	

Value Assessment Latino Education
DELIVERY MATRIX

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DELIVERY MATRIX

STAFFING VALE recommends	CO-CURRICULAR AND OUT OF SCHOOL ACITIVITIES VALE recommends	STUDENT SERVICES VALE recommends
- Find appropriate use of bilingual personnel (aides/community/other bilingual teachers) - Self analysis and prescription towards multicultural development - Engage in training around topics of "expectations", "motivation", "prejudice" and the "effect of self directed vs. peer responsible learning modes"	- Build on positive out-of-school experiences of students - Be aware of financial implications of students - Increase students' knowledge of Latino and other resources in community through regular instruction - More multicultural extra-classroom experiences for all children - Encourage leadership roles in school activities for Latinos	-
- Develop criteria for decision-making so as to match personnel actions with Latino student needs in: identification, recruitment, development, and assessment - Emphasize hiring staff in Latino schools more committed to individualization and understanding the value of peer pressure in learning - Plan better ways in which to utilize bilingual parents and community - Monitor to assure that appropriate systems of supervision and peer evaluation are operating	- Offer activities program during school hours - Increase availability of after-school transportation - Reinforce student's out-of-school successes - Develop ways to inform Latino parents about activities	- Open communications between Latino community groups and administration for anticipation of school difficulties - Increase Latino counselors and other support personnel - Assign definite responsibility for Latino needs to one line administrator (LSPM) - Develop programs where all staff understand and support their roles as counselor of Latino students - Develop and maintain a Latino liaison program with Latino community programs
-	- Create policy to support transportation needs of all students for after-school activities - Create policy establishing home/school liaison program	- Conceptualize programs to address financial and other support needs of Latino needs - Create home/school liaison position in all schools with Latino students - Adapt policy that assumes school's role in activities of Latino students outside of school
- Volunteer program (some compensation when appropriate) to increase bilingual adults in school	- Become aware of and involved in school co-curricular programs - Understand activities programs' value to Latino students	-

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COMMUNITY INVOLVEMENT AND INFORMATION VALE recommends	PROGRAM EVALUATION/ DEVELOPMENT/ PLANNING VALE recommends
• See that parent/classroom information is communicated bilingually for Latino parents • Develop positive and regular contact with Latino parents • Know students beyond classroom	- All teachers be responsible for continued, systematic monitoring of language skills and referral where necessary - By autumn 1977, develop a priority time line of these recommendations and evaluate effort by April 1978
Design and operate a more aggressive program to involve parents and community bilingually in all phases of school operation Develop bilingual information system with home regarding school achievement	- Identify administrator to be focal person with Latino community groups regarding long-range planning for Latino needs - Work with State agencies to initiate a VALE type reassessment in 1981 with primary focus on achievement - Work with State agencies through VALE steering committee to reconvene and evaluate programs from Delivery Matrix and concrete mechanisms twice a year until 1981
- Create standing advisory committees to address on-going problem areas related to Latino community and education	-
- Encourage direct linkage with school through regular contact with building administrator and teachers to convey early signs of academic and attendance decline	-

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COMMUNITY		
Latino Community Organizations	- Assist the administration by offering specific roles and study for task forces regarding policies and philosophies	- Assist as resource for Latino materials, heritage, and advising regarding appropriate curriculum and materials consistent with district-wide ideology and philosophies
Church Related	-	
Mayor/City/ Judicial System	- See that Latino, or Latino-sensitive members are appointed to Board of Education	
STATE LEVEL		
Other Educational Agency Divisions	-	- Vocational Ed, Adult Ed, Reading Effectiveness, and Curriculum Division work with other Latino state programs to see material and technical assistance is cooperatively delivered to South Bend through State coordinator and LSPM
State LAU Project	- Provide technical assistance to establish policies and philosophies - Create policies to provide direct information to appropriate people	- Assist in developing model materials
State Agency Division focusing on Minority and Disadvantaged Programs	- Assist administrators and Board in carrying out recommendations re: clarifying multicultural/ bilingual ideologies	- Become actively involved in in-service - Offer programs to all teachers regularly involved with Latino students to assist with multicultural part of instruction and issues related to minority education
State Legislation	- See that state law supports alternative hours of schooling - Initiate and support interstate agreement for high school credit transfer	

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Identify and contact quality staff Help recruit qualified, potential Latino officials that school might employ	- Become more aware of total co-curricular activities and encourage Latino student participation and leadership - Become directly involved in appropriate Latino co-curricular activities - Explore ways to bring more of Latino Community Organizations into school (i.e., plays, social events, study groups, etc.)
	- Become aware of and involved in school co-curricular programs - Encourage Latino student participation and leadership in activities program - Coordinate youth schedule with school
	- Explore ways to provide additional resources to expand co-curricular activities where Latino students are involved (i.e., expand CETA)
-	- Vocational Ed and Adult Ed should work with State coordinator and LSPM to explore ways in which to meet financial and technical needs of Latino students and educators
- Help administration to develop criterion for staffing	-
- Assist in creating plan to enhance bilingual personnel (professional development and evaluation) - Help identify existing staff resources	- Explore with South Bend alternative programs which might include co-curricular and alternative hours

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- Assist in establishing linkages with school through liaison program and directly through appropriate organizations - Be expected to stay in touch with designated administrator regarding student services in school-related matters (two-way communication)	- Assign direct responsibility from your group to communicate with school - Report to your Latino Community Organization activities and information from school	- Work in consort with school assigned Latino liaison administrator towards long-range program planning
- Actively work in establishing linkages with schools for Student Services - Assist with early identification of student needs in areas of motivation for achievement, attendance, and finance	- See role of Latino Community Organizations	- Work in consort with Latino assigned liaison administrator toward comprehensive program planning
- Work closely with Latino liaison program to make known to schools, city resources, and programs where Latino students can be involved (services and money)	-	-
- Inventory services immediately applicable to South Bend schools with direct attention to VALE Latino needs - Tie personnel leadership from agencies directly into Latino liaison program	-	-
-	- Assist school in establishing and maintaining communications between home, community, and school	-
- Inventory services for student immediately applicable to Latino student needs per VALE	- Focus on workshops for professional and community coordinated with Latino liaison group	- Work in consort with Latino LSPM and state agency assigned person to bring resources from all divisions towards South Bend comprehensive planning - Facilitate state superintendent to carry out recommendations to name South Bend State Latino program coordinator consistent with VALE instructions - Work with South Bend administrators through VALE steering committee to reconvene and evaluate programs from Delivery Matrix and concrete mechanisms twice a year until 1981.
- See that state law supports school district personnel involved in search for personal finance and employment opportunities		